

WebQuest Exploration

As you work on the following project keep in mind the following questions:

- a. What makes a web-quest worth/not worth doing?
- b. What would determine whether doing a webquest is educative?
- c. What do the design and structure of web-quests help you notice about structuring an effective research project for students?

Your Task¹

Examine the following WebQuests in order to answer these questions:

1. Which two of example WebQuests listed below are the *best* ones? Why?
2. Which two are the *worst*? Why?
3. What do *best* and *worst* mean to you?

Process

1. **Identify and make sense of your role as a reader.** Take a role card from the stack. This card describes what to attend to as you examine the following examples of webquests. Meet up with at least one person who has your card. Make sure you both understand your role before going on.
2. **Individually/Pairs:** Examine each of the sites on the list of resources below. Use the worksheet to jot down some notes of your opinions of each site from the perspective of your role.
 - *Don't spend more than 10 minutes on any one site -- You'll need to examine each site fairly quickly.*
 - *Be back at your table to discuss sites by ____ pm.*

WebQuests to examine:

- [Guided Age](#)
- [Gallery of Art-i-facts](#)
- [Conflict Yellowstone & Wolves](#)
- [The Titanic: What can numbers tell us about her fatal voyage?](#)
- [Extra extra read all about it](#)

3. **Decide on the answer to the questions as a group:** One way to proceed would be to go around and poll each team member for the best two and worst two from their perspective. Pay attention to each of the other perspectives, even if at first you think you might disagree with them.
4. **Pool your perspectives and see if you can agree on what's best for the learner:** There will probably not be unanimous agreement, so the next step is to talk together to hammer out a compromise consensus about your team's nominations for best and worst.
5. **Record your group's thoughts on a Google Doc** (share with wiedenhs@evergreen.edu)
6. **Be prepared to share the logic of your group's decisions** (I'll pick straws to call on a someone to summarize for your group).

¹ Adapted from "A webquest about webquests" (Dodge, B. 2001 <http://edweb.sdsu.edu/webquest/webquestwebquest-hs.html>)

Other examples of webquests that were created more recently:

- [Fluids Density](#)
- [Salem witch trials](#)

A useful resource on creating webquests:

- [FOCUS Five Rules for Writing a Great WebQuest](#) (Dodge, B. 2001) -- This article by the founder of WebQuests, provides some useful guidelines for what to consider when designing a webquest .
- [Quest Garden](#) -- This website provides a useful overview of how to structure a WebQuest. It also has a data base of webquests that can be searched by subject and grade level. Some of the examples are better than others, but it could provide a useful starting ground for coming up with or adapting ideas.

Your Role:

___Efficiency Expert



___Affiliator



___Altitudinist



___Technophile



Your Impressions

WebQuest	Strengths	Weaknesses
The Titanic		
Gallery of Art-i-Facts		
Conflict Yellowstone Wolves		
The Gilded Age		
Extra, Extra!		



The Efficiency Expert:

You value time a great deal. You believe that too much time is wasted in today's classrooms on unfocused activity and learners not knowing what they should be doing at a given moment. To you, a good *WebQuest* is one that delivers the most learning bang for the buck. If it's a short, unambitious activity that teaches a small thing well, then you like it. If it's a long term activity, it had better deliver a deep understanding of the topic it covers, in your view.



The Altitudinist:

Higher level thinking is everything to you. There's too much emphasis on factual recall in schools today. The only justification for bringing technology into schools is if it opens up the possibility that students will have to analyze information, synthesize multiple perspectives, and take a stance on the merits of something. You also value sites that allow for some creative expression on the part of the learner



The Affiliator:

To you, the best learning activities are those in which students learn to work together. WebQuests that force collaboration and create a need for discussion and consensus are the best in your view. If a WebQuest could be done by a student working alone, it leaves you cold.



The Technophile:

You love the internet. To you, the best WebQuest is one that makes the best use of the technology of the Web. If a WebQuest has attractive colors, animated gifs, and lots of links to interesting sites, you love it. If it makes minimal use of the Web, you'd rather use a worksheet.